



# The Standard for Full Registration

## Secondary Education - Interim Profile

### Personal Details

Name

Daniel Spangle

Registration No.

School

Local Authority

Supporter

Headteacher

### Progress

#### Recommendation:

Satisfactory Progress ☐

Unsatisfactory Progress for the following reason(s):

- Competence ☐ - Health ☐

I recommend progress as above:

Headteacher Signature

Date

Supporter Signature

Date

**gtc**  
SCOTLAND

I have read and received a copy of this Interim Profile.

Teacher Signature

Date

Professional Knowledge and Understanding

Name **Daniel Spangle**

Reg No

### Curriculum

- have detailed knowledge and understanding of the relevant areas of the pre-school, primary or secondary school curriculum
- have sufficient knowledge and understanding to fulfil their responsibilities for literacy and numeracy; personal, social and health education; and ICT. (As appropriate to the sector and stage of development.)
- understand the nature of the curriculum and its development
- have sufficient knowledge and understanding to meet their responsibilities to teach cross-curricular aspects

Daniel has a detailed knowledge of history and has been able to ensure that pupils receive a well prepared curriculum which is delivered in imaginative and interesting ways. He has worked hard to ensure that he addresses PS and health education as appropriate. His high level of competence in ICT has enabled him to produce learning materials through using VLE and other web based resources. He is also able to address basic literacy concerns and works well with pupils and staff to ensure particular needs are identified.

### Education Systems and Professional Responsibilities

- have a broad, critical understanding of the principal features of the education system, educational policy and practice, and of their part in it
- have detailed working knowledge of their sector, of the school(s) in which they teach, and of their professional responsibilities within them

Daniel has a very good grasp of a wide range of issues related to the education system and is very enthusiastic about increasing his knowledge and experience. He has taken a great deal of time getting to grips with school policy and has shown his ability to implement procedures effectively. He has followed guidance on all issues relating to behaviour management, support for learning and homework. He now wishes to become more aware of practice relating to child protection and reporting to parents.

### Principles and Perspectives

- can articulate their professional values and practices and relate them to theoretical principles and perspectives
- have research-based knowledge relating to learning and teaching and a critical appreciation of the contribution of research to education in general

Daniel is confident and articulate. He has well thought through principles and he very much values others' perspectives and ideas. He reads widely and accesses support and materials from a wide range of sources. He is very interested in promoting health and exercise and has volunteered support to the after school basketball club leaders.

### Professional Value and Personal Commitment

- should show in their day-to-day practice a commitment to social justice and inclusion
- take responsibility for their professional learning and development
- value, respect and are active partners in the communities in which they work

Daniel is highly committed and he is extremely diligent and reliable. He critically evaluates all that he does. He is very keen to improve his practice and to learn from others. He prepares well for all meetings with his mentor and follows up on the identified action points. He would like to find out more about the local community and he is keen to forge links with local groups and associations. He wants to use the local environment more in his teaching.



**Professional Skills and Abilities**

Name **Daniel Spangle**

Reg No

**Teaching and Learning**

are able to plan coherent and progressive teaching programmes which match their pupils' needs and abilities, and they can justify what they teach  
communicate clearly making skilful use of a variety of media, and interact productively with pupils, individually and collectively  
use a range of teaching strategies and resources which they can evaluate and justify in terms of curriculum requirements and of the needs and abilities of their pupils  
set and maintain expectations and pace of work for all pupils  
work co-operatively with other professionals and adults

Daniel is extremely well prepared for all of his classes. He is committed to forward planning and is very keen to share his plans and to receive feedback. His delivery style is very engaging and the pupils respond well to his pace, questioning style and humour. He meets the needs of able learners but he still finds it challenging to set achievable targets for children who have learning difficulties. He is a very good member of the team and colleagues already value his contribution to the department.

**Classroom Organisation and Management**

organise and manage classes and resources to achieve safe, orderly and purposeful activity  
manage pupil behaviour and classroom incidents fairly, sensitively and consistently, making sensible use of rewards and sanctions, and seeking and using the advice of colleagues when necessary

Daniel is well organised and he is always well prepared in advance. He manages behaviour in a firm and positive manner and follows the school's policy on sanctions and rewards. He has coped well when there have been individuals who have caused disruption. He has worked hard to maintain a positive relationship and to move on from the point of conflict. He has shared his experiences with colleagues and sought advice when necessary. Daniel would like to visit and observe others teaching in S1 and in the primary sector.

**Assessment of Pupils**

understand and apply the principles of assessment, recording and reporting  
use the results of assessment to evaluate and improve their teaching, and the learning and attainment of the children they teach

Daniel observes pupils and assesses learning in a variety of ways. He makes use of pupil feedback and ensures that this feeds into future planning. He is using the department's recording and reporting systems. He plans to observe colleagues discussing issues with parents prior to undertaking his first 'solo' parents' night.

**Professional Reflection and Communication**

learn from their experience of practice and from critical evaluation of relevant literature in their professional development  
convey an understanding of practice and general educational matters in their professional dialogue and communication  
reflect on and act to improve their own professional practice, contribute to their own professional development, and engage in the process of curriculum development

Daniel is very aware of his strengths and development needs. He works hard to learn from experience and welcomes feedback from colleagues. He is very keen to research new curriculum topics and does this with diligence and enthusiasm. He has also spent time reading more about support for learning and the wide range of techniques which can support differentiation.

**Professional Development Action Plan** (To be completed by the Headteacher in discussion with the Probationer Teacher)  
(Comments should indicate targets for continuing professional and personal development and the action to be taken)

Professional Knowledge and Understanding

Name **Daniel Spangle**

Reg No

**Agreed Targets**

To gain experience and understanding of working with pupils with basic problems in literacy and how they can access curriculum content in history.

To find out more about how the school policies on child protection and working with parents are implemented.

**Action**

To shadow a teacher of learning support, working in the base and in the main school.

Half day, Dec 2004

To visit primary specialist who has a proven track record in teaching history topics throughout the primary school.

Half day, Jan 2005

To discuss child protection policy with school child protection officer.

Jan 2005

**Professional Skills and Abilities**

**Agreed Targets**

To gain more experience of working with pupils who have learning difficulties to:

- look at different learning styles;
- look at different behaviour management styles.

To feel prepared to undertake a parents' evening in Feb 2005.

**Action**

Mentor to identify classes and members of staff where this can be observed and to organise such observations for the probationer.

Feb 2005

To shadow a colleague in parents' evening in January 2005.

To discuss with colleague preparation strategies in advance and have debriefing session following the event.

**Professional Values and Personal Commitment**

**Agreed Targets**

To increase the relevance of the history curriculum by making use of local people and sites of interest.

To plan and implement the specialist study required by Perth & Kinross Council.

**Action**

To allocate school/individual CPD time to visit local museums and historical sites.

3 half days, Jan – June 2005

Daniel to identify topic by 15 Jan 2005.

To produce plan for study by 1 Feb 2005.

To carry out study by 30 March 2005.

To write up study by 20 April 2005.

Teacher Signature

Headteacher Signature